

TIPTON R-VI SCHOOL DISTRICT STRATEGIC PLAN 2023 - PRESENT



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TIPTON R-VI SCHOOL DISTRICT

CSIP Plan 2023 - Present

MISSION:

"The Mission of Tipton R-VI School District is to prepare students for their futures by designing and sustaining a learning culture of excellence."

**Adopted by the Board of Education, December 2017*

SLOGAN:

"We Build the Future."

**Adopted by the Board of Education in December 2017 to summarize the vision and purpose of our school district.*

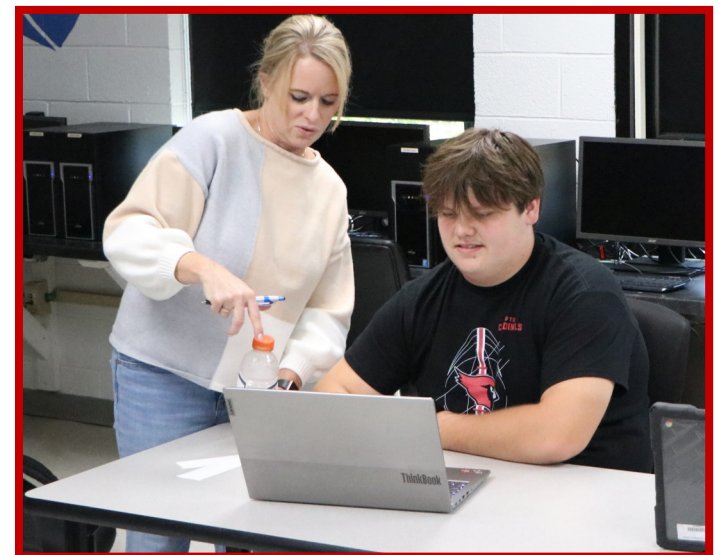
VISION AND BELIEFS:

A Learning Culture of Excellence

A learning culture of excellence is engaging and academically diverse. We learn what our students need and actively design learning experiences to help them succeed. Our vision of a **learning culture of excellence** is one that promotes teachers designing and engaging students in meaningful vocational and academic pursuits. We seek to know our students and meet a wide variety of student interests and needs. We seek to prepare all students to be successful in their life pursuits by utilizing our collective resources effectively for their benefit. No student should leave our district without strong guidance, direction, preparation, and a plan for their future.

We Believe:

- Our efforts will help our students live more successful lives.
- Building and maintaining a high-functioning professional learning community (PLC) within our school district is essential to the success of teachers and students.
- Teachers should be connected, encouraged, and expected to pursue innovative, research-based training to engage students.
- Professional development should be directly tied to positive academic and social student outcomes.
- Change, creativity, and innovation in the education of students are essential.
- Strong connections to the time, talent, and resources in business and faith-based organizations in our district are essential to the success of all students.
- It's our job to "sell" a high-quality educational experience - we must support innovative curriculum initiatives to engage all learners and provide students with a compelling reason to increase their overall learning.





GOALS

Literacy and Numeracy Academic Growth

Note: We found our state assessment data is below the state average in some grade levels and subject areas. In the recent past, some MAP data has been hindered, delayed, or thrown out at the state level over the past several years, with some related to the cancellation during the pandemic. These hindrances now appear to be remedied, and it is time to refocus our efforts to help our students become more assessment-capable learners.

Three-year Goal:

- 1) All tested grade levels will score at or above the state average (proficient and advanced) on English Language Arts (ELA) and Math state assessments by the end of the 2025-26 school year.

ACTION STEPS:

- a. All faculty and staff will receive professional development training and support to interpret and respond to progress monitoring data from I-Ready and Evaluate Assessments. - Building administrators and Instructional Leadership Teams will plan and monitor the implementation
- b. All faculty and staff will receive professional development training and support to implement research-based teaching practices with high effect sizes. - Building administrators and Instructional Leadership Teams will plan and monitor the implementation
- c. Title intervention teachers will continue to target students needing focused intervention within the first quarter of each school year and monitor student progress. - Title Director and Title I teachers and aides will implement this plan
- d. After-school program intervention will focus on students failing to meet grade level and subject area expectations and focus on helping students meet Missouri Learning Standards. - Building administrators and Instructional Leadership Teams will plan and monitor the implementation, and teachers will provide support materials and/or tutoring for individual students. The District Interventionist will provide additional support.
- e. Develop/review Communication Plan: Parent outreach (K-12) and reporting to allow parents to help students meet goals. - District Administrators and District Website/Social Media Coordinator/CTA Leadership
- f. Allocate district funding and, when necessary, communicate the need for local tax increases to retain highly qualified educators. - Superintendent and Board of Education, District Administrators, and District Website/Social Media Coordinator/CTA Leadership
- g. Stop the loss of quality educators: Maintain a salary schedule that rewards educators for increasing their expertise through the completion of reading specialist programs, master's degree programs that allow dual credit courses to be offered on campus, completing additional certifications which will allow them to serve more students, and National Board Teaching Certification. -- Board of Education, Superintendent, and Building level administrators.



- h. Focus professional development and classroom instruction on helping students become more **assessment-capable learners** by promoting the following in classroom instruction for students:
- They are aware of their current level of understanding in a learning area.
 - They understand their learning path and are confident enough to take on the challenge.
 - They can select tools and resources to guide their learning.
 - They seek feedback and recognize that errors are opportunities to learn.
 - They monitor their own progress and adjust the course as needed.
 - They recognize what they're learning and can teach others.

Timelines for implementation and monitoring:

I-Ready, Evaluate, and teacher-designed assessments will be used quarterly during the school year to check progress toward this goal (formative). State assessments will be used to determine summative results annually. The Board of Education and District Administrators will monitor monthly.

GOALS

Early Learning Expansion of Services

Three-year Goal

- 2) The District will support the implementation of a preschool curriculum in partnership with Little Cardinals Learning Center on campus for students ages 3 to 5 years old, with the goal of 90% of preschool students at Little Cardinals passing the kindergarten readiness assessment prior to entering kindergarten in the Tipton R-VI School District by the Fall of 2026.

ACTION STEPS:

- a. The Board of Education will support a lease agreement with Little Cardinals Learning Center to operate on campus.
- b. The Board of Education and Superintendent will monitor the implementation of the partnership with Little Cardinals Learning Center by reviewing qualitative and quantitative data, including parent surveys, enrollment data, curriculum measures, and kindergarten readiness data.
- c. The Director of Special Services will coordinate with the Director of Little Cardinals Learning Center to deliver DESE-approved on-site curriculum and testing for students enrolled in preschool and transitioning to kindergarten. --Director of Special Services, Kindergarten Teachers, Title One Director, and Special Education Teachers
- d. The Superintendent oversee partnership agreements with Little Cardinals Learning Center and will coordinate and consult with the Director of Little Cardinals Learning Center to be a fully licensed daycare provider and provide available resources, access, and references to complete onsite projects related to becoming fully licensed for students.



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- e. The Director of Special Services will coordinate identifying students with special needs at Little Cardinals Preschool and arrange to provide on-site services for these students.

Timelines for implementation and monitoring:

Qualitative and quantitative data collection will be accomplished by the Director of Special Services and the Superintendent and presented annually to the community and Board of Education on an annual basis.

Kindergarten and Title Reading and Math teachers will administer assessments and collect data to determine kindergarten readiness.

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GOALS

District-wide PBiS

Three-year Goal

- 3) The District will implement Positive Behavior Intervention and Support (PBiS) in grades preschool through 12th grade at a Gold-level recognized and measured by the Regional Professional Development Committee (RPDC) at the University of Central Missouri by Fall 2026.

ACTION STEPS:

- a. Building Principals will coordinate with regional trainers to plan building-level training sessions onsite and those hosted by RPDC for all faculty and staff.
- b. Building Principals and Instructional Leadership Teams and counselors will plan and coordinate all surveys, collection of data, and creation of systemic positive approaches to addressing disruptive or off-task student behavior.
- c. The Board of Education and Superintendent will review data related to the implementation of PBiS district-wide, allocate funding to hire a district-wide coordinator each year, and communicate the success of PBiS programs and incentives each via social media.

Timelines for implementation and monitoring:

Professional Development schedules will be created by Building Principals in collaboration with their Instructional Leadership Team and provided to the Superintendent for review annually.

The RPDC will provide an onsite evaluation of the level of PBiS implementation and provide data to district leadership on an annual basis.

School discipline data will be monitored, and tiers of intervention will be tracked through PBiS data collection.

PBiS Surveys will be administered to determine implementation as provided by the RPDC.



GOALS

Community Partnerships

Three-year goal

- 4) The District will expand partnerships with community organizations, businesses, and faith-based organizations to build greater support and access to resources and post-graduation opportunities for children in our community. The District goal will be to garner a pool of 100 active community volunteers and mentors/tutors for kids and 10 committed business partnerships by Fall 2026.
- a. The Board of Education and Superintendent will research opportunities and best practices to expand business and faith-based partnerships through collaboration with Bright Futures USA.
 - b. The Board of Education and Superintendent will communicate with area businesses and faith-based organizations to encourage partnerships with the district.
 - c. Building Principals will coordinate volunteer opportunities at their buildings.
 - d. The Board of Education and Superintendent will plan activities to promote and communicate the goal of increasing active community involvement through volunteerism in the school district.
 - e. School counselors serving grades K-12 and the Superintendent will communicate with area businesses to expand student job shadowing opportunities and transition opportunities.
 - f. The District will maintain a College and Career Advisor (RootED) to guide students to expand meaningful experiences with area businesses, including job shadowing opportunities, transition services for special needs students, and expanding our flex program-certified occupational experiences. - RootEd Advisor, High School Principal, Director of Special Services and Superintendent
 - g. The Board of Education and Superintendent will maintain membership and participation in the local Chamber of Commerce and Moniteau Regional Economic Development Committee.

